

# Independent School District of Boise City

## 1364 Psychology II

### Course Description

This course is a continuation of the contemporary psychological issues and topics related to individuals and groups examined in Psychology I. Emphasis is based on practical applications and expansions of psychological principles.

### A Note on Standards

The psychology curriculum is built around Boise School District standards and reflects the best professional judgement of our teaching staff. District standards include content knowledge and skills in the following areas: theoretical and scientific; the language of psychology; the perspectives and theories of psychology; the major disorders and therapies of psychology; the ongoing research in psychology. While each standard is expressed through specific, associated instructional objectives, instructors will provide opportunities to apply the standards throughout the course.

### Adopted Materials

*Introduction to Psychology: Gateways to Mind and Behavior.* Belmont, CA: Wadsworth/Thomson Learning, 2001, 9<sup>th</sup> Edition.

#### Semester Timeline

Unit 1	Research in Psychology	2 Weeks
Unit 2	The Brain, Biology, and Behavior	1 Week
Unit 3	Lifespan Development	2 Weeks
Unit 4	Learning	1 Week
Unit 5	Memory	1 Week
Unit 6	Language, Cognition, Creativity, and Intelligence	1 Week
Unit 7	Personality	1 Week
Unit 8	States of Consciousness	2 Weeks
Unit 9	Health, Stress, and Coping	1 Week
Unit 10	Motivation & Emotion and Gender & Sexuality	2 Weeks
Unit 11	Sensation and Perception	1 Week
Unit 12	Psychological Disorders and Therapies	2 Weeks
Unit 13	Social Psychology	1 Week

### District Standards for Psychology II

- 01 Understand and apply methodological components of psychology that allow students to utilize skills of critical thinking and problem solving through class research.
- 02 Understand and apply the language of psychology as it pertains to understanding, predicting, describing and controlling behavior.
- 03 Understand the processes through which individuals develop mental patterns and thought processes which lead to an understanding of behavior.
- 04 Understand the different psychological disorders, their treatments and long-term ramifications of these disorders on the individual and on a societal basis.
- 05 Understand the practical applications of psychology pertaining to real life

situations.

<b>Psychology II</b>		<b>District Reference</b> 1364
<b>Unit 1</b>	<b>Research in Psychology</b>	<b>2 weeks</b>

<b>Instructional Objective</b> 1364.01 Implement the elements of psychology as a science in relation to research methods.		<b>Standard Reference</b> 136401	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Conduct research on an issue related to psychology.	Ch. 2	TMA
02	Gather, analyze, and interpret data.	Ch. 2	TMA, EOC
03	Discuss and debate results of research.	Ch. 2	TMA

<b>Unit 2</b>	<b>The Brain, Biology, and Behavior</b>	<b>1 week</b>
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<b>Instructional Objective</b> 1364.02 Utilize knowledge of nervous system anatomy.		<b>Standard Reference</b> 136402	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Create models of the brain and discuss applications of their functions.	Ch. 3	TMA, EOC
02	Participate in and analyze tests for different brain hemispheres (left and right brain).	Ch. 3	TMA
03	Discuss split brain research and the repercussions.	Ch. 3	TMA, EOC

<b>Unit 3</b>	<b>Lifespan Development</b>	<b>2 weeks</b>
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<b>Instructional Objective</b> 1364.03 Describe the major developmental stages and important milestones of lifespan development.		<b>Standard Reference</b> 136403	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Apply knowledge of early development to an infant's environment and create or describe the perfect baby's room.	Ch. 4 & 5	TMA, EOC
02	Research the ramifications of abuse and neglect in early childhood.	Ch. 4 & 5	TMA, EOC
03	Apply and discuss individual development in comparison to theories.	Ch. 4 & 5	TMA, EOC
04	Research issues accompanying aging.	Ch. 4 & 5	TMA

<b>Unit 4</b>	<b>Learning</b>	<b>1 week</b>
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<b>Instructional Objective</b>			<b>Standard Reference</b>
1364.04 Differentiate and demonstrate the various types of learning.			136404
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Apply the terms and concepts of classical conditioning.	Ch. 9	TMA, EOC
02	Demonstrate the theories presented by Pavlov and Watson in classical conditioning.	Ch. 9	TMA
03	Apply the terms and concepts of operant conditioning.	Ch. 9	TMA, EOC
04	Apply and demonstrate the technique of shaping.	Ch. 9	TMA
05	Demonstrate Skinner's theory of operant conditioning.	Ch. 9	TMA
06	Describe and demonstrate observational (social) learning.	Ch. 9	TMA, EOC

<b>Unit 5</b>	<b>Memory</b>	<b>1 week</b>
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<b>Instructional Objective</b>			<b>Standard Reference</b>
1364.05 Demonstrate the process of encoding, storing, and retrieving memory.			136405
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Present an example(s) of the various techniques used in the process of memory acquisition.	Ch. 10	TMA
02	Create a memory evoking activity using the various senses.	Ch. 10	TMA

<b>Unit 6</b>	<b>Language, Cognition, Creativity, and Intelligence</b>	<b>1 week</b>
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<b>Instructional Objective</b>			<b>Standard Reference</b>
1364.06 Apply knowledge of language, cognition, creativity, and intelligence to class discussions and activities.			136406
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Debate issues of intelligence and testing.	Ch. 11 & 12	TMA, EOC
02	Research and discuss language acquisition theories.	Ch. 11 & 12	TMA
03	Create and demonstrate new a language and discuss the process of language development.	Ch. 11 & 12	TMA
04	Discuss functional fixedness and demonstrate the practical applications.	Ch. 11 & 12	TMA
05	Utilize creativity in problem solving activities (riddles, puzzles, and games).	Ch. 11 & 12	TMA

06	Debate emotional intelligence with academic intelligence.	Ch. 13	TMA
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<b>Unit 7</b>	<b>Personality</b>	<b>1 week</b>
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<b>Instructional Objective</b>		<b>Standard Reference</b>	
1364.07 Demonstrate and apply knowledge of theories of personality.		136407	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Create a visual representation of individual's personality.	Ch. 15	TMA
02	Describe individual's personality from a theorist's point-of-view.	Ch. 15	TMA, EOC
03	Debate the usefulness of personality tests.	Ch. 15	TMA
04	Research the effects of birth order and sibling rivalry on personality.	Ch. 5	TMA

<b>Unit 8</b>	<b>States of Consciousness</b>	<b>2 weeks</b>
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<b>Instructional Objective</b>		<b>Standard Reference</b>	
1364.08 Discuss the various issues relating to sleep, meditation, hypnosis, and drugs.		136408	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Research the impact of sleep deprivation on society.	Ch. 8	TMA
02	Research and discuss sleep disorders and treatments.	Ch. 8	TMA, EOC
03	Discuss and demonstrate different techniques of meditation and hypnosis.	Ch. 8	TMA
04	Research drug use and abuse.	Ch. 8	TMA

<b>Unit 9</b>	<b>Health, Stress, and Coping</b>	<b>1 week</b>
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<b>Instructional Objective</b>		<b>Standard Reference</b>	
1364.09 Apply the major concepts related to stress and coping in relation to promoting psychological wellness.		136409	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Demonstrate various stress management techniques.	Ch. 16	TMA
02	Create individual stress management programs.	Ch. 16	TMA
03	Discuss various ways of coping.	Ch. 16	TMA
04	Discuss real life situations of learned helplessness.	Ch. 16	TMA

<b>Unit 10</b>	<b>Motivation &amp; Emotion and Gender &amp; Sexuality</b>	<b>2 weeks</b>
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<b>Instructional Objective</b> 1364.10 Describe motivation and its physical and psychological impact on individual behaviors.		<b>Standard Reference</b> 136410	
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<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Define and give examples of motivation.	Ch. 13	TMA, EOC
02	Differentiate between the types of motivation.	Ch. 13	TMA, EOC
03	Evaluate or examine the model of motivation.	Ch. 13	TMA
04	Demonstrate an understanding of the anatomical links to motivation.	Ch. 13	TMA
05	Discuss the theories of motivation.	Ch. 13	TMA
06	Discuss Maslow's hierarchy of needs.	Ch. 13	TMA, EOC
07	Explore and apply intrinsic and extrinsic motivation.	Ch. 13	TMA, EOC

<b>Instructional Objective</b> 1364.11 Apply theories of motivation and the physical and psychological impact on individual behaviors.		<b>Standard Reference</b> 136411	
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<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Discuss motivation behind criminal behavior.	Ch. 13	TMA
02	Discuss why rape and violence occur.	Ch. 13	TMA
03	Demonstrate sensory links to emotion.	Ch. 13	TMA
04	Discuss motivation behind success or failure.	Ch. 13	TMA
05	Discuss the motivation behind the basic drives (e.g., hunger, sex, pain).	Ch. 13	TMA, EOC

<b>Instructional Objective</b> 1364.12 Explain the physical and psychological aspects of emotion, and discuss the benefits and limitations of emotional expression.		<b>Standard Reference</b> 136412	
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<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	List the primary emotions.	Ch. 13	TMA, EOC
02	Identify the physiological connections of emotions to the brain (limbic system).	Ch. 13	TMA, EOC
03	Describe and apply the fight or flight response.	Ch. 13	TMA
04	Discuss ways in which body language expresses emotion.	Ch. 13	TMA
05	Critique and discuss the various theories of emotion.	Ch. 13	TMA

<b>Instructional Objective</b> 1364.13 Understand the issues regarding gender and sexuality.		<b>Standard Reference</b> 136413	
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<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
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01	Discuss and debate gender roles and stereotyping.	Ch. 14	TMA, EOC
02	Apply gender roles and stereotyping to child rearing.	Ch. 14	TMA, EOC
03	Discuss various gender identity issues.	Ch. 14	TMA, EOC
04	Discuss issues behind sexuality.	Ch. 14	TMA, EOC

<b>Unit 11</b>	<b>Sensation and Perception</b>	<b>1 week</b>
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<b>Instructional Objective</b> 1364.14 Examine the various senses and their anatomical parts and functions.		<b>Standard Reference</b> 136414	
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No.	Performance Objective	Resource Reference	Assessment Correlation
01	List the various sensory modalities.	Ch. 6	TMA
02	Define the various thresholds involved in sensory stimulation.	Ch. 6	TMA, EOC
03	Differentiate between the major theories of color vision.	Ch. 6	TMA, EOC
04	Discuss color blindness.	Ch. 6	TMA
05	Define and apply the concept of sensory adaptation.	Ch. 6	TMA, EOC
06	Create models of various sensory structures.	Ch. 6	TMA
07	Demonstrate how various senses are used individually and cooperatively.	Ch. 6	TMA, EOC

<b>Instructional Objective</b> 1364.15 Apply how perception relates to sensation		<b>Standard Reference</b> 136415	
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No.	Performance Objective	Resource Reference	Assessment Correlation
01	Define and demonstrate the various perceptual constancies.	Ch. 7	TMA
02	Discuss and utilize different examples of Gestalt psychology.	Ch. 7	TMA
03	Discuss and apply the concept of depth perception.	Ch. 7	TMA
04	Discuss perceptual learning utilizing the visual illusions in our world.	Ch. 7	TMA
05	Relate perception to motivation in real life situations.	Ch. 7	TMA, EOC
06	Describe selective attention and understand the implications to perception.	Ch. 7	TMA
07	Discuss the limitations of perceptual accuracy.	Ch. 7	TMA

<b>Unit 12</b>	<b>Psychological Disorders and Therapies</b>	<b>2 weeks</b>
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<b>Instructional Objective</b>		<b>Standard Reference</b>	
1364.16 Apply knowledge of psychological disorders and therapies.		136416	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Research and present information on various psychological disorders.	Ch. 17	TMA, EOC
02	Explore current practices of psychological and pharmacological treatments.	Ch. 17	TMA, EOC
03	Debate and define abnormality from a historical and contemporary perspective.	Ch. 17	TMA, EOC

<b>Unit 13</b>	<b>Social Psychology</b>	<b>1 week</b>
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<b>Instructional Objective</b>		<b>Standard Reference</b>	
1364.17 Understand how individuals and groups behave, think, and feel in various social situations.		136417	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Discuss and debate conformity and where it occurs from a personal perspective.	Ch. 19	TMA
02	Discuss and debate the existence of prejudice today.	Ch. 19	TMA, EOC
03	Discuss and debate the influence groups have on individual behaviors.	Ch. 19	TMA, EOC
04	Discuss and debate the necessity of conformity and obedience.	Ch. 19	TMA
05	Discuss and debate the abuse of conformity and obedience.	Ch. 19	TMA